"Why this and not that social media?" Reasons for using technology during online practice teaching

Castledown

I Putu Indra Kusuma
indra.kusuma@undiksha.ac.id
Ganesha University of Education, Indonesia

Recent research has revealed increased use of social media platforms for English as a foreign language (hereafter, EFL) teachers' English language teaching (hereafter, ELT) practices. However, the reasons for such adoption have received little attention, particularly among EFL preservice teachers who lack teaching experience using technology. Thus, this study examined the rationales and concerns surrounding the use of specific social media platforms for ELT purposes. This study employed a basic qualitative approach by recruiting 18 EFL preservice teachers. The data were collected through interviews and document analysis during the COVID-19 pandemic, requiring these participants to perform emergency remote teaching. The data revealed various reasons why EFL preservice teachers chose to incorporate WhatsApp and YouTube into their English classrooms but not Facebook or Instagram. This study offers three recommendations for improving EFL preservice teachers' technology integration.

Keywords: disruptive technology, social media for teaching, MALL, EFL preservice teachers, ELT

Introduction

There has been an increasing interest in using social media among English as a foreign language (hereafter, EFL) professional educators around the globe (e.g., Cepik & Yastibas, 2013; Ghorbani & Ebadi, 2019; Kusuma *et al.*, 2021; Lin & Hwang, 2018; Sun & Yang, 2015). For example, Sun and Yang (2015) implemented Facebook and YouTube to facilitate innovative learning activities for 14 undergraduate Taiwanese EFL speakers in a speaking course. Furthermore, this example has shown that the emergence of technology, such as social media, has significantly increased language learners' opportunities to study English and the cultures in which it is spoken (Arnó-Macià, 2012; Kern, 2006). Thus,

264

due to the potential for facilitating teaching and learning, the incorporation of social media into English language teaching (hereafter, ELT) has become a focus of recent research.

With the rising use of social media for language learning, some studies indicate that EFL preservice teachers are also interested in utilizing social media in their teaching practices (e.g., Akayoglu *et al.*, 2020; Baz *et al.*, 2018; Fathi & Ebadi, 2020; Park & Son, 2020). For example, Baz *et al.*'s (2018) study has contributed to the recent literature as it showed that 36 Turkish EFL preservice teachers implemented Facebook, Instagram, Blogs, Skype, and Twitter in their teaching practices. Yet, it did not clearly describe how such social media platforms were implemented in their teaching practices. However, the study found that universalization of the technology tools, the usefulness of the technology tools, and the participants' positive attitudes toward using technology seemed to influence these teachers to implement various social media platforms. Perhaps this interest is also influenced by the fact that the current EFL preservice teachers are digital natives acquainted with the use of technology in their lives (Park & Son, 2020; Thompson, 2013). Thus, it might enhance the possibility of using social media in their practice teaching. Nonetheless, the preceding example is not enough to provide a deeper understanding of how social media is implemented for ELT purposes by EFL preservice teachers. As a result, additional research is required.

Furthermore, when COVID-19 hit the world, it forced all teachers to undertake emergency remote teaching (hereafter, ERT) in online forms during this pandemic due to school closures worldwide (Basilaia & Kvavadze, 2020; Viner *et al.*, 2020). Then, a few research studies revealed that a number of language instructors used social media during the COVID-19 pandemic as an alternative mobile technology (e.g., Bilotserkovets *et al.*, 2021; Ferdiansyah *et al.*, 2020; Kusuma, 2022). For instance, Ferdiansyah *et al.* (2020) employed WhatsApp to facilitate online instructions and discussions to Indonesian EFL learners during ERT. Even though some issues are inherent during this implementation, social media seemed applicable for ERT.

Regrettably, research on the technology integration of EFL preservice teachers during the COVID-19 pandemic is scarce, notably on integrating social media into ELT to assist ERT. Furthermore, the rationale for incorporating social media in ELT remains unclear, as past research did not treat this issue in much detail, providing scant information. This information is therefore crucial to understanding why EFL preservice instructors use social media in ELT. The purpose of this study was therefore to explore EFL preservice teachers' reasons and concerns for implementing social media platforms for English language teaching purposes during ERT. Accordingly, this article sets out to answer the following research question: What reasons did the EFL preservice teachers have for implementing/not implementing several social media platforms in their teaching practices during emergency remote teaching?

Literature review

Social media in English language teaching

As the latest representative of web 2.0 technologies, such as Facebook and WhatsApp, social media platforms have been used for communications among educators and students (Noori *et al.*, 2022). Social media platforms also enable learners to learn in numerous contexts through social and content engagement (Crompton, 2014). In addition, such platforms facilitate individualized and spontaneous learning (Tarighat & Khodabakhsh, 2016) and during out-of-school time (Burden *et al.*, 2019). Moreover, students can communicate with their classmates and teachers via social media platforms, while teachers can utilize them to offer instructions and educational resources (Noori *et al.*, 2022).

Furthermore, an increasing number of studies have indicated that social media platforms are progressively being implemented for ELT purposes. For example, Kusuma *et al.* (2021) employed YouTube to provide 29 EFL Indonesian students with relevant videos to help them understand the topics taught. They implemented this platform because YouTube had various learning videos that could support students' learning. Furthermore, the implementation of YouTube in this study seemed to exert a better learning experience. Somehow, Cepik and Yastibas (2013) seemed to identify the potential of YouTube as more than just being used as a source of searching videos. In teaching speaking skills they employed YouTube as a means for 17 EFL Turkish students to upload their speaking videos. Cepik and Yastibas implemented YouTube as this platform enables people to upload videos and post comments, supporting the implementation of peer-assessment conducted by their students. The researchers also reported successful implementation of YouTube in their study. Facebook also shows similar potential where Lin and Hwang (2018), in their research on 33 EFL Taiwanese students in an experimental group, implemented Facebook to upload videos, answer questions related to the videos, and have students do live conversations using the live streaming feature on Facebook. Nevertheless, they implemented Facebook simply because the students had Facebook accounts. The study then reported that Facebook successfully exerted better student performance. Ávila (2021) showed how, similar to Facebook features that allow students to post assignments and comments, Instagram had the potential for ELT purposes. The researcher asked the students to post responses on Instagram after reading several course texts. The researcher implemented Instagram because it can provide fun, engaging, and thought-provoking activities. The study also reported how, similar to other social media, Instagram helped students obtain a better language learning experience. However, one of the disadvantages of these platforms is that the public can also see the posts (Cepik & Yastibas, 2013; Sun & Yang, 2015). To deal with these issues, Amiryousefi (2019) therefore employed the Telegram instant messaging platform to support the implementation of flipped classrooms as a treatment with 67 Iranian EFL students in an experimental group. The researcher implemented this platform because it enables sending messages, voice calls, and posting files, audios, and videos. Similarly, Tümen Akyıldız and Çelik (2021) employed WhatsApp with

54 EFL Turkish students to send texts, songs, and questions related to the text. Moreover, they also used the voice note features to send oral questions to their students. The researchers implemented this platform since it has features to support instructions and both teacher and students were familiar with it.

The above studies revealed how social media might be adopted for ELT purposes and illuminated the rationale for using social media platforms. However, most studies were done by in-service teachers with years of teaching experience, whereas those involving preservice teachers, including the motivations for their social media implementation, are scarce. Additionally, the considerations for not incorporating other social media platforms were not thoroughly investigated.

Social media in English language teaching during emergency remote teaching

It is widely established that COVID-19 has profoundly affected schooling worldwide (Nisiforou *et al.*, 2021), including English language teaching (Yi & Jang, 2020). As a consequence, a large number of countries implemented snap policies where face-to-face classes closed due to the virus's rapid spread (Basilaia & Kvavadze, 2020; Viner *et al.*, 2020). As a result, teachers in these countries were forced to provide ERT using online modes (Daniel, 2020; Ockey, 2021) to prevent COVID-19 from spreading to students (Gerber & Leong, 2021; Murphy, 2020).

Research conducted during ERT reveals that social media has become a popular mobile technology used by EFL teachers worldwide. For example, Ferdiansyah *et al.* (2020) employed WhatsApp, a messaging platform, to facilitate online instruction to 43 Indonesian EFL learners during ERT and used WhatsApp as a means of student discussion after reading supplied texts. In another example, Bilotserkovets *et al.* (2021) conducted a study on 138 first-year Ukrainian students. Of the various technology options available to them, the researchers used Facebook and Instagram to facilitate visual and textual elements in EFL learning. A study by Boonmoh *et al.* (2022) on 12 EFL teachers in Thailand also revealed that these teachers implemented LINE groups, Facebook groups, and Messenger as communication tools during ERT. Moreover, these teachers also implemented YouTube to provide their students with EFL materials. Furthermore, Kusuma (2022) investigated eight EFL teachers in Indonesian rural schools during ERT and found that these teachers implemented WhatsApp. Notably, most teachers used WhatsApp as a substitute for a learning management system and used it as a communication tool during ERT.

The aforementioned studies have discovered that social media was utilized to facilitate ELT activities during this ERT context. However, the extent to which EFL preservice teachers use social media in ELT during ERT is unclear. As a result, additional research is required to enrich the evidence base.

EFL preservice teachers' technology integration

Since technology has been broadly adopted in ELT, it is not surprising that teacher education programs (hereafter, TEPs) have considered providing EFL preservice teachers with the knowledge of teaching English using technology. Thus, studies have shown that many TEPs are providing the preservice teachers with Technological Pedagogical Content Knowledge (TPACK) (Yüksel & Kavanoz, 2011), a framework that helps teachers to understand how to teach a subject matter using technology (Koehler & Mishra, 2005, 2009; Mishra & Koehler, 2006). TEPs often provide this framework by inserting technology courses, content-specific and teaching methods, and course experiences (Hofer & Grandgenett, 2012) into their curriculums. Hopefully, this insertion can create a balanced combination of technology, pedagogy (Zyad, 2016), and content knowledge. Thus, preservice teachers will possess sufficient knowledge and abilities for teaching English using technology. Recent studies have shown that the knowledge of teaching using technology influenced teachers to use technology (see Habibi *et al.*, 2020; Hsu, 2016; Incik & Akay, 2017; Joo *et al.*, 2018; Yildiz Durak, 2019). In addition, many current preservice teachers are already broadly acquainted with the use of technology in their lives (Park & Son, 2020; Thompson, 2013), and it might enhance the possibility of embracing technology integration in their practice teaching. However, this notion needs to be profoundly investigated to provide better understanding.

Numerous studies have been undertaken to investigate preservice teachers' integration of technology in ELT, revealing very little information about the implementation and reasons for social media use (e.g., Akayoglu *et al.*, 2020; Baz *et al.*, 2018; Fathi & Ebadi, 2020; Park & Son, 2020). Park and Son (2020) conducted a longitudinal study with six EFL preservice teachers in Hong Kong, and they discovered that these preservice teachers implemented several types of software and web resources. The study also discovered that these preservice teachers possessed sufficient knowledge and attitudes toward technology use because of their experiences, which inspired them to incorporate technology into their practice teaching. However, when it came to the use of social media, it was discovered that these EFL preservice instructors used YouTube exclusively for lead-in sessions and aroused students' attention, but the study did not thoroughly explain the reasons why these participants employed YouTube. In another study, Fathi and Ebadi (2020) studied six Iranian EFL preservice teachers and reported that the preservice teachers implemented presentation devices, online documents, Interaction devices, and Edu-cloud. In terms of social media adoption, the study discovered that these preservice teachers only used Facebook for interaction purposes, but again, it did not delve into the details of why they used this platform. Nevertheless, the study discovered that, in general, preservice teachers' perceived usefulness of technology and motivation to use it influenced their decision to incorporate technology into their practice teaching. Another example was shown by Akayoglu *et al.* (2020), who investigated 113 Turkish EFL preservice teachers during their practice teaching. The researchers reported that the preservice teachers, besides implementing Edmodo, Google Classroom, Ms. Office, Powerpoint, Prezi, and online

storage tools, also implemented Facebook, Twitter, Instagram, and WhatsApp. However, the reasons for integrating such social media platforms were not clearly explained. In saying this, the researchers did highlight why these participants used technology for ELT in general, such as they believed that technology had some benefits for ELT, promoting individual and autonomous learning, enhancing motivation, developing creativity and imagination, increasing engagement and participation, facilitating group work, and developing digital design skills. In addition, Baz *et al.* (2018) investigated the technology integration of 36 Turkish EFL preservice teachers during their practice teaching. The study reported that these preservice teachers implemented Facebook, Instagram, blogs, Skype, and Twitter in their teaching practices. The study also reported that universalization of the technology tools, the usefulness of the technology tools, and the participants' positive attitudes toward using technology inspired them to implement the aforementioned technology tools. Even though EFL preservice teachers have demonstrated a strong interest in incorporating several social media platforms into their teaching practices, implementing them remains unclear, as previous studies provided general reasons for implementing technology but did not specify which factors influence social media implementation. Additionally, they were conducted prior to the outbreak of COVID-19, but those conducted during the pandemic remain unclear.

Research methods

Design, setting, and context

The researcher employed a basic qualitative approach to describe the participants' lived experiences of a phenomenon to gain in-depth understanding, including exploring the participants' perceptions of the phenomenon (Merriam & Tisdell, 2016). The phenomenon observed in this study was the EFL preservice teachers' implementation of specific social media platforms for ELT purposes during emergency remote teaching based on their experiences when conducting online practice teaching during emergency remote teaching. Furthermore, the researcher conducted this study in Indonesia during the COVID-19 pandemic since the researcher is Indonesian and a faculty member at a state education university in Indonesia, enabling easy access to contact the research sites. In Indonesia, most schools were conducting emergency remote teaching in fully online forms due to the COVID-19 pandemic. Moreover, EFL preservice teachers still had to conduct their practice teaching, but this was held in an online format. The researcher contacted potential education universities with English TEPs that offered a TPACK framework that provides the preservice teachers with sufficient knowledge of teaching using technology (Koehler & Mishra, 2005, 2009). These TEPs generally offered four-year programs in which the curriculums contained English content courses, pedagogy courses, and educational technology courses. Eventually, only three universities authorized contact with their EFL preservice teachers.

Participants

Prior to approaching the participants, the researcher obtained the approval of an Institutional Review Board at a state university in Indonesia to conduct this study. The researcher then contacted the potential participants via WhatsApp to describe the present study, including the risks and benefits of joining this study. The researcher employed convenient sampling strategy, a technique for recruiting participants based on their ease of availability (Ary *et al.*, 2019; Mertens, 2015). The participants in this study had to meet the criteria, such as having (1) conducted online practice teaching during the COVID-19 pandemic and (2) implemented social media to teach English during emergency remote teaching. In an initial study, 25 student teachers who implemented social media in their practice teaching showed an interest in participating in interview parts after completing a survey for a different research publication. Eventually, only 18 student teachers (male = 9; female = 9) showed a willingness to participate, while the rest did not reply when the researcher sent them messages. On average, the participants were 21 years old and had minimal teaching experiences using technology. The participants conducted practice teaching online from January to April 2021 as the Indonesian government conducted a Stay Home order. The participants mostly obtained teaching experience in laboratory settings during their studies in TEPs prior to conducting emergency remote teaching. The participants in this study were called by pseudonyms to preserve their confidential information. The researcher assigned the letters ST (Student Teacher), F (Female), M (Male), and numbers from 1 through 18 to code the participants.

Table 1. Participants' demographic information

Demographic Information	Participants (n)
Male EFL preservice teachers	9
Female EFL preservice teachers	9
Teaching at junior high schools	8
Teaching at senior high schools	10
< 22 years old	6
22 years old	10
> 22 years old	2

Methods of data collection and instruments

The researcher collected the data by employing semi-structured interviews via voice calls as the researcher could not meet the participants in public due to the increased COVID cases at the time. The researcher developed an interview protocol to explore the participants' reasons for implementing certain social media platforms for ELT purposes during emergency remote teaching. However, prior to conducting the interviews, the researcher conducted preliminary interviews to explore the social media platforms implemented by the participants. The participants often mentioned that they frequently employed

WhatsApp and YouTube but rarely or never implemented other social media, particularly Facebook and Instagram. Thus, an interview protocol containing eight interview questions was then created to explore the reasons for implementing and not implementing such social media platforms. Example questions are "According to my records, you mostly implemented WhatsApp and YouTube. Why did you mostly use WhatsApp?" "Why did you mostly use YouTube?" and "Why did you implement very little social media in your teaching?" Then, the researcher contacted the participants via WhatsApp to schedule interviews. The researcher interviewed the participants for 40–60 minutes in Indonesian to reduce anxiety using WhatsApp voice calls since the participants felt comfortable using this feature. With participants' consent, the researcher recorded the interviews using a voice recorder application. The interview results were transcribed and then translated into English for analysis purposes. The researcher also collected the participants' lesson plans and wrote notes during the interviews to serve as a triangulation method to confirm the participants' testimonies.

Methods of data analysis

The researcher employed the data analysis spiral strategy to analyze the data where the researcher enters with audio materials and exits with an account of stories or narratives (Creswell & Poth, 2018). This strategy consisted of six phases where the researcher began transcribing the interviews in Indonesian and sent the transcriptions back to all participants for validation as well as to ensure the accuracy and trustworthiness of the data. In the second phase, the researcher read all the transcripts, memos, and artifacts the researcher had collected. The analysis generated relevant codes from the excerpts. Then, possible themes were generated from the codes in the third phase using the inductive thematic analysis technique (see Braun & Clarke, 2006). In phase five, the researcher wrote descriptions of the participants' testimonies and selecting appropriate excerpts. Finally, in phase six, the researcher wrote this article to disseminate the study's findings.

Results and discussion

Results

During the preliminary interviews, the participants confessed that they discussed with the students about the platforms that they knew how to operate and wanted to use during the ERT, and the participants often mentioned that they frequently employed WhatsApp and YouTube. For example, ST2F mentioned, "My students used WhatsApp [for online learning]. So, I also used it for teaching." Another example, ST9F, mentioned, "I frequently used YouTube videos in my teaching." However, from the participants' stories, they rarely employed other platforms, particularly Facebook and Instagram. Thus, the main interviews were focused on exploring the implementation of WhatsApp,

YouTube, Facebook, and Instagram. The analysis generated three themes, 16 codes, and 160 relevant excerpts.

The reasons for implementing WhatsApp in teaching English. According to the analysis, as shown in Table 2, all participants frequently implemented WhatsApp as an alternative to the Learning Management System during emergency remote teaching. The participants mostly explained that WhatsApp could be used to share materials, submit assignments, discussions, and practices similar to how a Learning Management System usually performs. Moreover, the participants stated that the students rarely used the Learning Management System due to internet bandwidth. Thus, WhatsApp was implemented because it provides features that could be used to support participants' (n = 7) online practice teaching. For example, ST15F mentioned other features she often used in her online practice teaching and said, "Because WhatsApp could share pictures, materials, and the students could use the voice note feature [for speaking practices, discussions, and questions and answers]." Moreover, she also confessed that this platform could replace the Learning Management System implemented in her school. Interestingly, the other participants also explained that WhatsApp could be used on laptops or personal computers, enabling them to work easier.

The interviews also revealed that the participants used WhatsApp due to frequent internet access and bandwidth issues in Indonesian schools, particularly in suburban locations. Participants (n = 7) reported using WhatsApp since it could be performed with a low internet signal and bandwidth during ERT. For example, ST1M said, "… besides that, it comes back to the internet package. WhatsApp does not require high bandwidth, which could burden the students [during ERT]. With a very low data package, I could send either personal or group messages."

The findings of the interviews also revealed that the participants used WhatsApp due to its ease of use. Participants (n = 13) explained that they had considered multiple social media platforms for conducting ERT, and WhatsApp seemed to be the easiest one to perform ERT for both the teacher and the students. Thus, they pointed out that they installed WhatsApp and used it for learning reasons throughout the pandemic. For example:

> So, it was easy to use WhatsApp. There is a notification feature, and most importantly, the students communicated with their peers through WhatsApp. It means the students opened WhatsApp all the time. Therefore, it was communicative, and students responded to WhatsApp messages fast compared to using other platforms [during ERT]. (ST16F, July 24th, 2021)

Aside from what has already been said, the interview results revealed that the school committees and teaching supervisors suggested participants (n = 10) use WhatsApp for online teaching. For example, ST11M described his situation in which the schools did not allow participants to use video conference platforms and instead opted to use other low bandwidth platforms during ERT:

If the student teacher would do synchronous activities through Zoom or Google Meet, it could only be done for 15 minutes. Consequently, we could only talk about limited points. Therefore, the school committee did not approve of using them. After consulting the supervisor, we decided to use WhatsApp as the only platform [for synchronous and asynchronous modes]. (ST11M, July 18th, 2021)

Furthermore, when the Indonesian government required that offline classroom instruction be moved online, the student teachers were taught using WhatsApp during this ERT before conducting their online practice teaching a few months later. Participants (n = 5) reported being inspired by their instructors' teaching via WhatsApp during the pandemic. For example, ST1M said, "It [the instructors' technology integration during ERT] certainly inspired me, especially WhatsApp, which has a voice note feature, and my lecturers at college also used it to explain the teaching materials online." In line with this claim, ST5M explained his experience by saying, "… I often discussed with my lecturer and my classmates in my microteaching class using the voice note feature [during ERT]. That was how we kept maintaining our speaking skills online."

Table 2. The reasons for employing WhatsApp

Themes	Sub-themes	Participants (N)	Excerpts (N)	Sample Excerpts
The reasons for implementing WhatsApp	WhatsApp has features to support learning	7	11	"WhatsApp allows sending of messages, calling, and other peatures" (ST1M)
	WhatsApp requires low internet bandwidth and connectivity	7	8	"… because they had an issue with the internet data package and not all students had Wi-Fi at home" (ST11M)
	The student teachers and students easily used WhatsApp	13	31	"Because the students mostly used WhatsApp in their daily lives to communicate" (ST2F)
	Schools and supervisors suggested the student teachers use WhatsApp for teaching during the pandemic	10	12	"So, after I talked a couple of times with my supervisor, I knew that my supervisor employed WhatsApp" (ST4M)
	The experience of being taught by lecturers using technology inspired the student teachers to use WhatsApp for teaching English	5	7	"… I was asked to create videos and upload them to YouTube or the WhatsApp group…" (ST14M)

The reasons for implementing YouTube in teaching English. During the pandemic, participants were tasked with finding a method for disseminating internet resources to their pupils. They also considered several internet resources that their students could easily access, and eventually chose YouTube. As reported in Table 3, the participants' motivations for implementing YouTube during the emergency remote teaching were diverse. Participants (n = 8) stated that they frequently gave YouTube videos to their students since many clips could be watched at home and could help the students understand the materials that the participants taught. ST3F explained how she used YouTube for this purpose, and said, "I employed YouTube if the students could not understand the materials. For further explanation about the topic, I would find videos, including the examples through sharing the links to students." Additionally, this participant stated that she did so since she was unable to explain it fully in WhatsApp due to the length of the explanation that she would be required to type if she used WhatsApp.

Participants (n = 6) also explained that they implemented YouTube since there were many teaching materials on YouTube. For example, ST5M mentioned that he had compiled his teaching materials using existing resources: "I often found videos that matched the students' learning, and I did not have to create the materials by myself. Therefore, YouTube videos helped me and the students." In line with this reason, ST2F stated, "On YouTube, there are many teaching videos and materials for teaching English that are appropriate for the student's learning."

The interview data highlighted other reasons why participants used YouTube to teach English. Participants (n = 8) stated that they used YouTube because it was simple to use and became the popular one implemented by the students during ERT. The students could also access and use YouTube easily:

> YouTube is straightforward to access for continuous usage. My students and I did not find many issues when employing this platform during ERT. YouTube is also a convenient platform for my students' learning. So, they found themselves comfortable learning using YouTube during this pandemic. (ST10F, July 23rd, 2021)

Interestingly, the schools and supervisors also suggested that participants (n = 5) use YouTube to support teaching the students online. For example, ST5M stated, "Because it was a suggestion from the school committee, especially from the supervisor…" Similarly, ST8M also echoed, "…YouTube had become the platform approved by the school members to support the students' online learning and instructions at schools."

The interview data also revealed that participants (n = 9) frequently used YouTube to learn English during their studies. For example, ST7M explained his experience when he learned English during ERT through using YouTube:

> One of the college courses was about speaking skills, about developing speaking skills by recording our speech, and we were asked to watch the videos and find our mistakes and weaknesses. Then, we rerecorded our speaking

performance again. Those activities therefore inspired me to develop my students' speaking skills. (ST7M, July 17th, 2021)

A majority of the participants (n = 12) also admitted that they were inspired to use YouTube by their lecturers who taught using this tool. For example, ST9F remembered how her lecturer provided speaking videos when teaching speech during ERT, and it inspired her to use YouTube:

When my lecturer taught me, she wanted to play a video about English speech, and she played a video of a native speaker of English. So, we could notice how a native speaker of English from a specific country spoke. So, we could easily absorb the contents from the video rather than watching our lecturer, who was not a native speaker, deliver a speech in English. (ST9F, July 19th, 2021)

Table 3. Reasons for implementing YouTube

Themes	Sub-themes	Participants (N)	Excerpts (N)	Sample Excerpts
The reasons for implementing YouTube	YouTube helps to understand the materials easily	8	10	"... sometimes, I gave example videos about introductions, for example" (ST9F)
	Ease to search for various materials on YouTube	6	19	"In teaching English, there were many materials on YouTube I could give my students" (ST2F)
	The student teachers and students easily access YouTube	8	12	"The students could access WhatsApp and YouTube easily" (ST2F)
	Schools and supervisors suggested using YouTube for teaching	5	6	"I was directed to use WhatsApp and YouTube by my supervisor and advisor" (ST2F)
	The experience of learning English using technology inspired them to use YouTube	9	10	"When I was in college, I used new technologies like YouTube" (ST4M)
	The experience of being taught by lecturers using technology inspired them to use YouTube	12	15	"When I enrolled in some classes, the lecturers gave us assignments, and we had to upload them on YouTube" (ST3F)

The considerations of not implementing other social media platforms. Even though the participants implemented WhatsApp and YouTube to teach English, this does not imply that they tried to use other social media platforms for their online practice teaching. Table 4 highlighted why participants did

not use other social media platforms, particularly Facebook and Instagram, to teach English during ERT. A few participants (n = 2) stated that they did not use those platforms because the pupils would lose focus during online learning if they did. The students might search for other information rather than what they needed for their learning since they studied at home and no-one watched what the students did with their devices. For example, ST1M expressed his concern and said, "On Instagram and Facebook, there is too much information absorbed by the students, especially those that do not match students' learning. Thus, if the students use those platforms [at home], they might not focus on what they should learn." On the other hand, several participants (n = 3) addressed their concerns that those social media platforms required more bandwidth when loading the home feeds/posts than WhatsApp or YouTube. For example, ST13F argued, "In my opinion, Instagram needs much more internet bandwidth, which does not suit the students' financial situations."

Furthermore, other participants (n = 4) revealed that they did not know how to teach speaking skills utilizing other social media sites, such as Facebook and Instagram. ST6F, for example, stated that she liked to use platforms that she was familiar with. She explained, "To be honest, I actually have never had any experience teaching using those social media [Facebook or Instagram]. Accordingly, I only implemented technology tools [WhatsApp and YouTube] that I knew how to use for teaching purposes." Similarly, other participants also expressed that they did not have any experience using Facebook or Instagram to teach English and had only used WhatsApp and YouTube during ERT.

Although most of the participants in the interviews (n = 7) were teaching at junior high school, they noted that their students rarely had their own social media accounts. Instead, most of them still borrowed their parents' devices. For example, ST18M said, "I did not use social media like Instagram because my student did not have their own smartphones and still used their parents' devices." On the other hand, ST10F, who taught senior high school students, explained that they already had their own devices. However, she argued that the students were not using Facebook as she said, "Maybe Facebook will not be so familiar to students and is not appropriate for their learning. Senior high school students will not use Facebook since only older people use this social media."

The supervisors' suggestions also supported the participants' decision not to use other social media than WhatsApp and YouTube for teaching. A few participants (n = 3) reported that their supervisors disapproved of utilizing other social media, especially Facebook and Instagram, for learning, because they thought these platforms were unsuitable for emergency remote teaching that needed low bandwidth. For instance, ST4M said, "I had tried to implement new things, like using social media for students' learning. But after I discussed the matter with my supervisor, she suggested not to use social media [specifically Facebook and Instagram] for teaching because they required high bandwidth." Similarly, ST18M expressed his situation and echoed, "There were several requirements from my supervisor, and one of them was to use WhatsApp and YouTube only and not other social media like Instagram or Facebook [to facilitate online activities]."

Table 4. The considerations of not implementing other social media platforms

Themes	Sub-themes	Participants (N)	Excerpts (N)	Sample Excerpts
The considerations of not implementing other social media platforms	Students could not focus if using social media	2	2	"In my opinion, if the students also use social media (Facebook or Instagram), they will not focus on the learning materials" (ST11M)
	Social media needs high internet bandwidth	3	3	"In my opinion, Instagram needs much more internet bandwidth, which does not suit the students' financial situations" (ST13F)
	Student teachers and students did not know how to use social media for teaching and learning purposes	4	4	"I do not really know how to design learning and instructions using Facebook or Instagram. That's why I did not use them for teaching" (ST5M)
	The students did not have social media accounts to support learning	7	7	"Most of the students are still using their parents' smartphones and accounts. Therefore, they might not be able to use Facebook or Instagram for learning" (ST4M)
	The supervisor did not allow the use of social media for teaching purposes	3	3	"Because after I discussed it with my supervisor, the use of social media for teaching was not approved because it would burden the students" (ST17F)

Discussion

The research question focused on the EFL preservice teachers' reasons and considerations to include numerous social media platforms into their teaching practices during emergency remote teaching. The interview findings indicated that participants adopted WhatsApp and YouTube due to their features and most crucially, the preservice teachers' and students' familiarity and knowledge of using them. Thus, it is unsurprising that they chose the platforms they were familiar with when they were suddenly faced with fully online practice teaching during ERT. These participants' reasons therefore echoed what Tümen Akyıldız and Çelik (2021) found in their study that WhatsApp was chosen because the students were familiar with it. In addition, these results also showed that the participants' rationales in using social media during ERT were like those who integrated technology, even before the pandemic (e.g., Baz *et al.*, 2018; Park & Son, 2020). Moreover, these participants' reasons seemed to be

fundamental as integrating technology needs familiarity and the knowledge of using the features of the tools otherwise technology disputes might happen (Jie & Sunze, 2021). For example, Merç (2015) in his research discovered that EFL student teachers did not implement technology into their practice teaching for several reasons, such as unfamiliarity with the technology and lack of knowledge of teaching English using technology. As a result, it is indeed reasonable that participants in this study seemed concerned about these aspects, as familiarity with and awareness of the tools' features are critical to the effectiveness of technology integration in education, especially when performing ERT.

Additionally, the interview findings suggested that participants used WhatsApp and YouTube due to their ability to function on low-bandwidth internet during ERT, and they were unwilling to incorporate alternative platforms, particularly Instagram, due to their high bandwidth requirements. These findings therefore supported results from Coman *et al.*'s (2020) and Ferdiansyah *et al.*'s (2020) studies where they found that the internet became a vital issue during ERT and eventually implemented the platforms that required low bandwidth to operate. Accessibility seems to be a critical issue that affected technology integration even before the pandemic (e.g., Buabeng-Andoh, 2012; Hockly, 2014; Jones, 2004; Lawrence & Tar, 2018). As a result, it is indeed unsurprising that the study's participants would consider internet connectivity and accessibility while integrating social media for their students during ERT.

The interview findings also suggested that requests from schools and teaching supervisors influenced the selection of social media platforms during ERT. Numerous studies have revealed that supervisors frequently instructed preservice teachers completing a teaching practicum to follow their own teaching styles (e.g., Salinas & Ayala, 2018; Zhu *et al.*, 2020). Interestingly, this study's findings indicated that supervisors required preservice teachers to use the same digital tools as the supervisors during ERT. The supervisors also restricted preservice teachers' use of technology tools, such as Facebook and Instagram. This is logical, given that preservice teachers engaged in practice teaching are frequently regarded as new individuals unfamiliar with the codes, standards, and rules already established in schools (Sabar, 2004). Therefore, some issues might be inherent during the preservice teachers' practice teaching (Haim & Amdur, 2016), including selecting which platforms to use in teaching. The findings also indicated that most of the participants taught junior high school students who did not have social media accounts or personal gadgets (Tümen Akyıldız & Çelik, 2021), and the participants did not know how to teach using those platforms. Thus, these concerns aggravated the decision not to implement those platforms in teaching English during ERT.

The study's participants also pointed out that they selected the aforementioned tools because their learning experiences inspired them. Thus, the findings support Thomas *et al.*'s (2013) as well as Batane and Ngwako's (2017) claims that preservice teachers' college years will determine their future technology integration. Unfortunately, their experiences were mainly limited to WhatsApp and YouTube implementation, as participants frequently admitted to having no prior experience with Facebook or Instagram. As other studies

have demonstrated (e.g., Ávila, 2021; Lin & Hwang, 2018; Sun & Yang, 2015), the participants appeared unable to perceive the possible benefits of integrating Facebook and Instagram, meaning that they were not used frequently to teach English. It is possible that their instructor was unable to provide assistance with regards to a technological solution – particularly one involving Facebook and Instagram – when they were suddenly required to convert offline instruction to online. These experiences almost certainly influenced the participants' choice of social media platforms for ELT purposes during ERT.

As a result of the discussion above, this paper suggests three implications that might broaden technology integration of EFL preservice teachers, especially considering the impact of the COVID-19 pandemic. To begin with, this study recommends that EFL preservice instructors identify viable social media implementations for ELT purposes with the assistance of TEPs. According to the findings of this study, participants primarily used WhatsApp and YouTube to teach English, influenced by their own TEP. Thus, TEPs should also teach the following preservice teachers how to incorporate other popular and potential social media platforms into their classroom instruction. For example, several studies have reported that Facebook has been implemented for ELT purposes, and its implementation was linked to better English performance (e.g., Lin & Hwang, 2018; Sun & Yang, 2015). Thus, other social media platforms could also be potential options if preservice teachers know how to use them. However, depending on the form of social media, it is also important to note that students be aware of how their personal data is being collected and that this might be used for commercial gain. Thus, it is suggested that teachers carefully read the terms and conditions to make sure that the students' rights will be protected before implementing such tools. The findings also suggested that the more preservice teachers are familiar with various aspects of technology deployment, the more alternatives they will have when performing online practice teaching. TEPs should also provide specific teaching scenarios utilizing those social media platforms for ELT purposes to the preservice teachers in future. Accordingly, future preservice teachers will be well prepared to conduct similar practice teaching during a pandemic such as COVID-19. The more knowledge and experience they have, the more they will embrace the use of technology in their teaching (Kusuma, 2021). Because the participants appeared to provide a lot of video materials, this study suggests that EFL preservice teachers and TEPs should be able to identify specific, trustworthy ELT channels on YouTube, as not all channels provide high-quality teaching materials. Inappropriate sources may result in an ineffective development of the English language. As revealed in this study, schools and supervisors also influenced participants' choices of social media platforms; thus, this study suggests that TEPs should reach an agreement with partner schools to increase student teachers' flexibility in planning activities and selecting digital tools for their teaching practicum. Teaching practicum is a means of efficiently practicing teaching skills (Altalhab *et al.,* 2021) and preservice teachers need more flexibility to apply the knowledge they obtain from TEPs in their practice teaching to develop professionalism and deepen identity as teachers (Altalhab *et al.,* 2021; Safari, 2020).

Conclusion

From the findings, this study revealed that the EFL preservice teachers had various reasons and also concerns regarding implementing several social media platforms during ERT. The participants mostly implemented WhatsApp and YouTube due to their features, easy access, schools and supervisors' requests, and participants' learning experiences. Conversely, the participants rarely tried to use other platforms, such as Facebook and Instagram, because of concerns that the students might not focus on learning, the platforms requiring high internet bandwidth, the participants not knowing how to use them for teaching, the students' lack of social media accounts, and supervisors limiting the use of social media for teaching.

Future research should further explore the EFL preservice teachers' implementation of social media in teaching practicum as research about this topic is scarce. Moreover, this study has several shortcomings that future studies should cover. This study did not explore precisely *how* social media were implemented to teach English. Therefore, it is necessary to investigate the methods used by inexperienced preservice teachers to implement social media for ELT. This study also did not explore the other logistical, emotional, and personal issues the preservice teachers faced when implementing social media for fully online teaching during emergency remote teaching. Therefore, future studies should address these limitations to deepen our understanding of TEPs and EFL preservice teachers' technology integration.

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Appendix A

Interview questions

1. When did you do your online teaching practicum and for how long?
2. Where did you conduct your practice teaching?
3. Which grades did you teach?
4. Did you have any experience of teaching using technology before conducting teaching practicum?
5. What kind of social media platforms did you implement in your practice teaching?
6. What kind of social media platforms did not you implement in your practice teaching?
7. In my record, you mostly implemented WhatsApp and YouTube. Why did you mostly use WhatsApp? Why Did you mostly use YouTube?
8. Why did you implement very few social media in your teaching? Did you know how to implement other social media for teaching, such as Facebook, Instagram, or other social media platforms?